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ABSTRACT

EDUCATIONAL SPECIFICATIONS ARE DEFINED AND THEIR PURPOSE DESCRIBED. EACH INDIVIDUAL'S ROLE IN THE SPECIFICATION PROCESS IS DELINEATED ALONG WITH A CHECKLIST OF ACTIVITIES FOR VARIOUS PHASES OF DEVELOPMENT. RECOMMENDED AREA ALLOWANCES PER STUDENT IN VARIOUS SUBJECTS ARE STATED. (FPO)

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HOW TO PREPARE
EDUCATIONAL SPECIFICATIONS
OUTLINE

EF 00 847

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TEXAS EDUCATION AGENCY
Division of
Administrative Services
School Plant Section

EDUCATIONAL SPECIFICATIONS

1. Definition:

Educational specifications are a detailed description of: (1) all the activities that will take place in the building; (2) the curriculum to be housed; (3) specific architectural characteristics desired; (4) the facilities needed, their equipment requirements and their space relationship to other facility elements; and, (5) pertinent budget and other governing factors. An introductory section also should be devoted to a brief description of the community background and history and to the educational philosophy of the school district.

2. Purpose:

The preparation of educational specifications serves a two-fold purpose.

a. It serves to clarify and consolidate the thinking of the administration, members of the board and the community on the needs, desires and objectives of the educational program to be conducted within the proposed new building, and

b. It organizes all of this important information in a manner that can be easily and clearly interpreted by the architect.

3. Persons involved and their role in developing Educational Specifications.

Persons Involved	Their Role
A. Board of Trustees	a. Adopt policies essential. b. Approve final educational specifications. c. Employ Architect. d. Provide Budget.
B. Superintendent and Administrative Personnel.	a. Designate Principal or other professional person as chairman to develop educational specifications. b. Provides proper administrative leadership. c. Evaluates progress from time to time. d. Evaluates final educational specifications and interprets them to: 1. The Board of Trustees 2. The Architect 3. The Community
C. Principal or other professional person designated.	a. Form a steering committee. b. Select teachers and others for each area. c. Organize each group. d. Coordinate work of all groups. e. Arrange for services of all available consultants.

	f. Organize and see that final draft of educational specifications is properly edited. g. Report, through appropriate channels, to the Superintendent.
D. Teachers and others selected to participate.	a. Describe special characteristics required for each teaching space. b. Describe activities to take place in each space. c. Describe characteristics and needs of pupils involved. d. Describe type of furniture, equipment, instructional material and aids to be used in each space. e. State desirable relationship to other spaces. f. Describe various pupil groupings to be used in each space.
E. Instructional Supervisors and Consultants from 1. State Department of Education 2. Colleges and universities 3. Independent professionals 4. Equipment or material specialists 5. Any others desired	a. Council with teachers on the instructional program. b. Provide guidance, resource materials and planning information. c. Interpret recent trends in education and their implications.
F. Members of the Student Body.	a. Advise on special student desires, i. e., 1. Special activities 2. Academic activities 3. Aspirations and goals b. Added courses of study desired
G. Citizens' Groups	a. Furnish information on background and aspirations of the community. b. Serve on committees as selected. c. Interpret work being done to the community.
H. Architect selected for the project.	a. Serves as advisor on technical, aesthetic and cost considerations. b. Advises on those items which have peculiar implications for design. c. Observes to become acquainted with the total problem.

4. Elements of an Educational Specification.

A. Part I

Part I should be prepared in advance and should contain statements pertaining to:

1. A description of the community

   a. Historical background
   b. Cultural background
   c. Socio-economic status
   d. Population and trends

2. Educational philosophy and policies of the school district.

   a. Educational goals for students
   b. Educational organization of schools and reasons why

B. Part II

Part II should delineate the educational program of the school plant being planned and should include information on:

1. The organization of the school

   a. Pupil capacity by grades for initial and ultimate enrollment.
   b. Initial and ultimate number of classrooms.
   c. Maximum group or class size.
   d. Learning activities to be provided for.
   e. Auxiliary areas to be provided; i.e., central library, cafeteria, administrative elements, auditorium, gymnasium, etc.
   f. Community use of facilities.
   g. Summer use of facilities.
   h. Extracurricular activities to be included.

C. Part III

Part III spells out in detail the specific school plant requirements for each itemized area giving:

   a. Activities of each area and number of students involved.
   b. Space requirements with necessary furniture, equipment (both built-in and movable), and storage facilities.
   c. Utilities and services with special requirements designated in addition to normal needs.
   d. Environmental factors - heating, lighting, ventilation, acoustical requirements, color, decoration.
   e. Special requirements and characteristics not otherwise stated.
   f. Relationship of spaces required or preferred.
   g. Internal traffic -- movement of students giving numbers involved, when, where from, and where to.
   h. State any general architectural characteristics that are desired.

In secondary schools special consideration should be given to the following areas when writing educational specifications:

1. Art
2. Assembly
3. Audio-Visual
4. Business Education
5. Home Economics
6. Library
7. Music
8. Physical Education
9. Science
10. Shops (Vocational & Industrial)

D. Part IV

Part IV should comment as necessary on the following miscellaneous considerations:

Bus loading facilities
Outdoor paving and furniture
Planting
Fencing
Storage lockers
Coat racks
Floor materials
Floor markings
Floor mats
Folding gates
Display facilities
Wall materials
Tacking surfaces
Ceiling materials
Acoustical
Colors
Skylights
Plumbing fixtures
Hardware
Shower room arrangement
Custodial & mechanical equipment rooms
Cleaning systems
Fire fighting equipment
Hose bibbs
Public telephones
Intercom systems
Program Bell system
Clock system
Fire alarm system
Outdoor lighting
Others not included above

E. Part V

Part V should give information on the proposed budget, such as,

1. What total amount of money will be available for this project.
2. Approximately how much is to be allocated for:

   a. Site acquisition
   b. Building construction
   c. Site development
   d. Architectural and Engineering fees
   e. Furnishings and equipment
   f. Contingencies

RECOMMENDED AREA ALLOWANCE PER STUDENT IN VARIOUS SUBJECT AREAS FOR USE IN DEVELOPING EDUCATIONAL SPECIFICATIONS

25 to 30 Sq. Ft. Per Pupil
(Minimum - 750 Sq. Ft.)

Academic Classrooms for

Mathematics	English
Journalism	Social Studies
Bookkeeping	Typing

Elementary - 30 Sq. Ft. Per Pupil
(Minimum - 900 Sq. Ft.)

Language Laboratory

Speech - 30-35 Sq. Ft.

Activity or Specialized Subject Areas

Art	45-50 Sq. Ft.
Science Laboratory	45-50 Sq. Ft.
Special Education	35-50 Sq. Ft.
I.C.T. -- D.E.	25-30 Sq. Ft.
Music:	
Band (Min. 2000 Sq. Ft.)	40-50 Sq. Ft.
Choir	25-30 Sq. Ft.
Homemaking:	
Clothing & Foods Laboratory	40-50 Sq. Ft.
Industrial Arts:	
Shop (Min. 1800 Sq. Ft.)	100-120 Sq. Ft.
Mechanical Drawing	35-40 Sq. Ft.
Vocational:	
Automechanics (Min. 2500 Sq. Ft.)	150 Sq. Ft.
Cosmotology	90 Sq. Ft.
Physical Education:	
Dressing Rooms	50-60 Sq. Ft.
Lunchroom (Including Kitchen, etc.)	15-20 Sq. Ft.
Library (For 20% of enrollment)	75-85 Sq. Ft.

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